

ST JOHN'S SCHOOL

2022 Annual Report



Every Story Every Opportunity

Introduction

Annual Reporting is in two parts. Both are needed to meet the compliance requirements of the Australian Government, West Australian Government and/or Catholic Education Western Australia Ltd.

Part One: Publication of Information Relating to Schools

Part One – Contextual Information

St John's School is a single-stream, Catholic, co-educational school catering for students from Kindergarten to Year Six, with an enrolment of 210 students. The school is located close to the regional centre of Geraldton. St John's School was established in 1969 by the Presentation Sisters with the St John's Parish, celebrating its fifty year anniversary in 2019.

Every Story Every Opportunity is the Moral Purpose/Vision Statement of St John's School. We believe that every student that is enrolled at the school, attends with a story. It is imperative that the staff of St John's School knows this story so that the child can be provided with every opportunity to grow to their full potential.

The St John's School Mission Statements are:

Catholic Identity

Inspiring our community to develop their faith through acceptance of all individuals.

Education

Providing a holistic education that caters for all individuals.

Stewardship

Supporting and responding to the diverse needs of all individuals.

Community

Accepting and supporting the St John's Community to nurture the full potential of all individuals.

St John's School is characterised by its strong sense of community and tradition and has maintained the character of a small community school. A number of families have had two to three generations of their family attend the school. The cultural heritage of each person and of all cultures is valued and embraced. St John's School has a strong emphasis on catering for children's needs and talents, offering a variety of experiences and learning opportunities and well established programs to develop the whole person.

The emphasis on effective Literacy development is embedded in well-established Literacy programmes. Early intervention programs have been a feature of the school's education strategy for many years, through the use of OLI, Observation Surveys, Reading Recovery, Spelling Mastery and an Early Intervention Support Teacher in the Pre Primary to Year Two Classes. Alternative structures for the teaching of Mathematics include the use of the Mathletics program from Years One to Year Six. St John's School implements the Primary Connection Science program and Specialist Programs in the areas of Visual Art, Music,

Languages (Indonesian) and Physical Education and Health. The integration of ICT within the school and classroom is a strong component of the learning experiences within the school.

Involvement in local school and community sport is a feature of the school, with staff and parents generously giving their time to coach a number of netball, football, hockey and cricket teams. A Specialist Teacher is employed to implement the Physical Education program. The children from Years One to Six participate in Daily Fitness three mornings a week and in a rotation of sporting activities on Friday afternoons.

The School Advisory Council and Parents and Friends' Association have a strong commitment to the school, maintaining a welcoming and aesthetically pleasing presentation and high quality facilities and resources to meet the needs of members of the school community.

Part One – Teacher Standards and Qualifications

Qualifications of the Teaching Staff:

- Certificate II in Leadership – 1
- Certificate II in Sport & Recreation – 1
- Certificate III of Children's Services – 1
- Certificate III Teacher's Aide – 4
- Certificate IV – 3 LG LO KQ
- Advanced Certificate in Art & Design – 1
- Advanced Diploma in Children's Studies – 1
- Diploma of Children's Services – 2
- Diploma of Childcare – 1
- Diploma for Teacher Aides – 2
- Diploma of Teaching – 3
- Diploma in Education – 1
- Graduate Certificate in Religious Education – 1
- Bachelor of Arts in Education – 4
- Bachelor of Arts Communication – 1
- Bachelor of Education – 10
- Master of Education Religious Education – 1
- Master of Education Specialisation in Catholic Education – 1

***Some of the teaching staff have more than one qualification.

Part One – Workforce Composition

Staffing includes

- One female Principal
- 6 female full time Teachers
- 2 male full time Teachers
- 6 female part time Teachers
- 1 female full time Administration Officer
- 1 female part time Finance Officer
- 1 female part time Library Technician
- 2 female full time Aboriginal Teacher Assistants

- 1 male full time Aboriginal Teacher Assistant
- 5 female full time Education Assistant
- 2 female part time Education Assistants
- 1 female part time Canteen
- 2 female part time Cleaners
- 1 female part time Gardener
- 1 male part time Gardener

***Some of the staff have more than one role.

Part One – Student Attendance at School

For 2022, whole school attendance percentage was 84% broken down to class levels below:

Pre Primary 83%

Year One 83%

Year Two 83%

Year Three 83%

Year Four 88%

Year Five 83%

Year Six 88%

This information is collated from SEQTA 2022 School Performance Report.

Absenteeism is managed each day through a SMS to the parents of any student that is absent and a telephone call, email, Seesaw message or note has not been received by the school. The school also sends home follow up Absentee Follow Up Letters if an explanation has not been sent to the classroom teacher.

Any students who have chronic absenteeism are managed by the Principal who follows up with the families by way of telephone calls and/or meetings. If required the Attendance Officer from the Department of Education, Midwest Education Regional Office, is contacted for support and assistance and/or Child Protection and Family Support.

Part One – NAPLAN

Year Three	Reading	Writing	Spelling	Grammar	Numeracy
St John's School Mean	424	376	379	383	377
All Australian Mean	438	422	418	433	400

Year Five	Reading	Writing	Spelling	Grammar	Numeracy
St John's School Mean	475	460	476	456	467
All Australian Mean	510	484	505	499	488

<https://www.myschool.edu.au/school/48955/naplan/results>

Part One – Parent, Student and Teacher Satisfaction

Year Four to Six Student Survey

- 80% of students feel accepted and valued by her peers and others at St John's School
- 85% of student have friends they can trust who encourage them to make good choices at St John's School
- 89% of students believe school is useful in everyday life and will have a strong bearing on their future
- 61% of students are interested and motivated in their learning at St John's School
- 90% of students try hard to succeed in their learning at St John's School
- 78% of students feel the teachers are responsive to their needs and encourage independence with a democratic approach

Parent Survey

- 88% of parents feel welcome
- 81% of parents feel informed
- 73% of parents support learning at home
- 77% of parents feel the school supports learning
- 80% of parents feel the school supports positive behaviour
- 78% of parents feel the school supports safety
- 80% of parents feel the school is inclusive

Staff Survey

- Staff are 73% satisfied with St John's School based on the Tell Them From Me Survey, answering questions relating to the following areas:
 - Leadership
 - Collaboration
 - Learning Culture
 - Data Information Practice
 - Teaching Strategies
 - Technology
 - Inclusive School
 - Parental Involvement
 - Challenging & Visible Goals
 - Planned Learning Opportunities
 - Quality Feedback
 - Overcoming Obstacles to Learning

Part One – School Income

<https://www.myschool.edu.au/school/48955/finances>

2022 Opening Balance

Estimated Opening Balance	01/01/2022
Operating Account	\$443 436
General Provisions	\$39 533
IT Account	\$2 676
Deferred Maintenance Account	\$51 959
Vehicle Replacement Account	\$25 570
Total	\$563 174

2022 Budget

ITEM	AMOUNT
Recurrent Income	\$3 003 640
Recurrent Expense	\$2 971 913
Recurrent Result	\$31 727
Capital Income	\$39 345
Capital Expense	\$63 525
Capital Result	-\$24 180
Trading Activity Income	\$41 600
Trading Activity Expense	\$44 600
Trading Result	-\$3 000
Total Surplus/-Deficit	\$4 547
Total	\$4 547

Treasurer's Report for 2022 Budget

- The Initial Budget must have a balance Recurrent Component Recurrent which ours does.
- Provisions are required to pay 2022 January Salaries equating \$207 310.
- 78.2% of our income is received from Australian/Federal Government Funding based on the number of students.
- 14.7% of our income is from State Government Funding based on the number of students.
- \$168 845 (5.6%) from school fees, levies, camp and excursion fees.
- Main expense for the school is salaries and on-costs of salaries which total approximately \$2 474 793 (82.4% of income received).

Treasurer's Report for 2022 Budget

The Initial Budget for 2022 has been calculated based on:

- 181 students in Pre Primary to Year Six
- 21 students in Kindy

School Fees for 2022

- 2% fee increase

2021 Budget

Item	Amount
Opening Balance (01/01/2021)	\$483 589
Estimated Cash Result 2021	\$79 585
Estimated Closing Balance for 31 December 2021	\$563 174
Bank Accounts Consist of (01/01/2021)	
Operating Account	\$400 716
General Provisions	\$39 389
IT Account	\$2 653
Deferred Maintenance Account	\$25 465
Motor Vehicle Replacement Account	\$15 366

Part One – Senior Secondary Outcomes

Not applicable for St John's School.

Part One – Post School

The 2022 St John's School Year Six high school destinations are as follows:

- Eleven students to Nagle Catholic College, Geraldton
- Ten students to Champion Bay Senior High School, Geraldton
- Two students to Geraldton Senior High School, Geraldton

Part One – School Improvement Planning

All CEWA schools are required to have Catholic School Improvement Plan. This plan drives the work that the school undertakes across the areas of Catholic Identity, Education, Community and Stewardship. An overview of how we have progressed towards the achievement of the milestones has been provided below.

St John's School Strategic Plan 2021-2023

Vision Statement or Moral Purpos Provide a holistic education that inspires, supports and accepts... 'Every Story, Every Opportunity'

Aspiration (for 2021-2023) To move from performing 'at like schools' to performing close to/at WA state mean in NAPLAN Numeracy assessments.

Focus Areas	Description	Objectives
Leadership & Management	Develop staff capability and accountability	<div>1.1 To improve staff role clarity and accountability processes.</div> <div>1.2 To increase teacher confidence in utilising data to improve student outcomes.</div> <div>1.3 To build a culture of professional growth for all staff.</div> <div>1.4 To promote staff well-being.</div>
Curriculum and Teaching	Highly effective teaching and learning implemented in all classrooms	<div>2.1 To reduce variability in Numeracy teaching practice between classrooms.</div> <div>2.2 To have consistent teaching practices that align with the research about the science of learning.</div>
Conditions for Learning & Student Voice	Ensure optimal conditions for learning and achievement across the school	<div>3.1 To have consistent behaviour management processes across the school.</div> <div>3.2 To improve student well-being and behaviour.</div> <div>3.3 To scaffold and accelerate student learning in Numeracy by enhancing the physical environment.</div>
Catholic Identity	Inspire Christ centred leaders by providing an education that integrates faith, life and culture	<div>4.1 To raise religious awareness and the presence of Jesus.</div> <div>4.2 To enhance internal and external expressions of the divine life.</div> <div>4.3 To engage with the Aboriginal community to provide faith encounters that compliment Aboriginal spirituality.</div>

Initiatives

Leadership & Management

Owner: Melissa and Emma

LM1 Collect Numeracy data to build an accurate picture of school performance	Owner: Emma
LM2 Continue to embed our shared moral purpose	Owner: Brett
LM3 Continue to implement and refine Numeracy coaching, observation and feedback protocols and processes	Owner: Emma, Brett & Melissa
LM4 Develop a staff wellbeing plan	Owner: Melissa
LM5 Develop and frequently track Numeracy targets for students	Owner: Emma
LM6 Develop a whole school approach to data analysis	Owner: Melissa and Emma

Curriculum & Teaching

Owner: Emma

CT1 Regularly revisit the science of learning and cognitive load theory with teaching staff	Owner: Emma
CT2 Research effective evidence-based practices in Numeracy	Owner: Brett and Emma
CT3 Implement high-impact teaching strategies in Numeracy	Owner: Brett and Emma

Conditions for Learning & Student Voice

Owner: Melissa and Brett

CLSV1 Create a behaviour management framework/flow chart to be used across the school	Owner: Emma, Brett & Melissa
CLSV2 Embed and continually refer to the student code of conduct	Owner: Brett
CLSV3 Address the identified place, space and technology Numeracy needs within the classroom environment	Owner: Brett

Catholic Identity

Owner: Brett

CI1 Focus on the crucifix during the Seasons of Lent and Easter for the students	Owner: Brett
CI2 Continue to develop sacred spaces that reflect and raise awareness of the presence of Jesus	Owner: Brett
CI3 Develop a deeper understanding of the Trinity and the Apostles' Creed	Owner: Brett

MILESTONES TIMELINE								
	2022				2023			
	Term 3		Term 4		Term 1		Term 2	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II
Leadership and Management								
Owner: Melissa and Emma								
LM1 Collect Numeracy data to build an accurate picture of school performance								
Owner: Melissa and Emma								
Review current Numeracy Assessment Schedule as a Leadership Team in conjunction with CEWA Consultants								
Review revised Assessment Schedule as a staff								
LT to develop the agreed format for recording of Numeracy data								
LT to plan and present PLC Meeting/s to upskill teachers in the data collection and recording process								
Teachers to trial proposed processes								
Data to be recorded electronically and in the agreed format								
LT to devise a proforma to use for data discussion meetings with teachers								
LT to review Numeracy data during coaching meetings								
LM2 Develop and regularly revisit our shared moral purpose, including staff self-reflections.								
Owner: Brett, Emma and Melissa								
Regularly reflect on our moral purpose and how it connects to all aspects of strategic planning, addressing areas as appropriate								
Maintain the visual display in the Staffroom to highlight our strategic direction								
LT to share the moral purpose through various school publications, newsletter, website, Facebook, Seesaw, whole school events, Assemblies								
Teachers to revisit the moral purpose at the beginning of each school year								
LT to weave the moral purpose into conversations with all key stakeholders								
LM3 Implement Numeracy coaching, observation and feedback protocols and processes.								
Owner: Melissa and Emma								
Add all details of coaching conversations to Staff Feedback procedures								
Administer the coaching process across all year levels, including a timeline								
Review the coaching process after a year of implementation								
LM4 Develop a staff wellbeing plan								
Owner: Melissa								
Examination of Staff Wellbeing Plans from other schools								
Liaise with CEWA Psychology Consultants to formulate the Staff Wellbeing Plan								
Formulate and circulate with staff the draft of a Staff Wellbeing Plan								
Revise and implement the Staff Wellbeing Plan								
Revise and edit the Staff Wellbeing Plan after a year of implementation								
LM5 Develop and frequently track Numeracy targets for students								
Owner: Melissa and Emma								
Teachers to show evidence of data informed teaching and learning.								
Schedule and conduct Cluster Meetings for teacher to teacher data discussions, including case management where appropriate.								
Schedule and conduct PLC Meetings to discuss data.								
Share data stories with School Advisory Council and P&F.								
LM6 Develop a whole school approach to data analysis								
Owner: Melissa and Emma								
LT to formulate a plan for a whole school approach to data analysis. Plan to include assessment type, dates of assessment, year levels, how to record the data, post data analysis by teacher, post meetings with LT, Cluster Meeting discussions, whole staff discussion, evidence required in teaching and learning documents etc.								
Plan to be shared with key stakeholders for input.								
Plan to be revised after one year of implementation.								

MILESTONES TIMELINE								
	2022				2023			
	Term 3		Term 4		Term 1		Term 2	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II
Curriculum and Teaching								
Owner: Emma								
CT1 Lead and upskill staff on science of learning and cognitive load theory								
Owner: Emma								
Revise professional learning on Dempster's Framework with teachers								
Revise professional learning on 'disciplined dialogue' with teachers								
Revise professional learning on the Science of Learning and Cognitive Load Theory								
Contextualise the cognitive principles of the SoL to Numeracy teaching practices								
SoL principles and CLT instructional techniques to be observable in Numeracy teaching practices								
Build in agreed practices into staff coaching and feedback processes for Numeracy								
CT2 Research effective evidence-based practices in Numeracy								
Owner: Emma								
Visit other schools to observe evidence-based practices in Numeracy								
Staff read and review literature about evidence-based pedagogy to identify highly effective Numeracy practices								
Choose an evidence-based, whole school programme for Numeracy that incorporates the agreed key principles								
Implement an evidence-based, whole school programme for Numeracy that incorporates the agreed key principles								
CT3 Implement high-impact teaching strategies in Numeracy								
Owner: Emma and Brett								
Review high-impact teaching strategies, eg Rosenshine								
Develop an agreed lesson design (including learning intentions and co-constructed success criteria)								
Roster staff to share Numeracy lesson reflections and invite other staff feedback								

MILESTONES TIMELINE								
	2022				2023			
	Term 3		Term 4		Term 1		Term 2	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II
Curriculum for Learning and Student Voice								
Owner: Melissa and Brett								
CLSV1 Create a behaviour management framework/flow chart to be used across the school								
Owner: Melissa and Brett								
LT review current behaviour management framework and identify what practices to maintain or modify								
Staff and students provide feedback on current behaviour management framework								
Source assistance and support from CEWA Consultants in developing a behaviour management framework								
Source behaviour management frameworks from other schools								
Draft a behaviour management framework								
Present behaviour management framework to key stakeholders								
Implement behaviour management framework across the school								
Review behaviour management framework after one year of implementation								
Organise and run a workshop to review and upskill teachers on the use of SEQTA to record productive and unproductive student behaviour								
CLSV2 Develop and implement a student code of conduct								
Owner: Melissa								
Publicise the Student Code of Conduct via a range of school platforms once a term								
Regularly revisit the Student Code of Conduct by classroom teachers, duty staff and at Assemblies								
Include the Student Code of Conduct across all publications, including the behaviour management								
CLSV3 Develop a plan to address identified Numeracy needs within the classroom environment								
Owner: Brett								
Conduct a stocktake of current Numeracy resources								
Share stocktake with staff								
Brainstorm wish list items to address Numeracy needs in the classroom								
Liaise with School Advisory Council and P&F about funds for Numeracy resources/needs								
Liaise with Finance Officer about budgeting for future purchase of Numeracy resources/needs								
Devise a plan for purchase and storage of Numeracy resources/needs								
Share plan with relevant stakeholders								
Enact plan to address the identified Numeracy needs within the classroom environment								

MILESTONES TIMELINE								
	2022				2023			
	Term 3		Term 4		Term 1		Term 2	
	Review I	Review II	Review I	Review II	Review I	Review II	Review I	Review II
Share plan with relevant stakeholders								
Enact plan to address the identified Numeracy needs within the classroom environment								
Catholic Identity								
Owner: Brett								
C11 Develop an understanding that the Crucifix is a symbol of sacrificial love								
Owner: Brett								
Revise with all staff on the significance of the crucifix								
Trial of crucifix 'adage' with children in restorative and challenging conversations								
C12 Create sacred spaces that reflect and raise awareness of the presence of Jesus								
Owner: Brett								
Embed annual Alleluia Day celebration								
Embed liturgically colour coded Term Planner								
Assign a Religious Classroom Resource Box to all classes								
Prayer Assembly template review								
Continue to embed Prayer Assembly template								
C13 Develop a deeper understanding of the Trinity and the Apostle's Creed								
Owner: Brett and Melissa								
Professional Learning on the Apostle's Creed								
Highlight importance of sacred silence after receiving the Eucharist								
Professional Learning on the Trinitarian God								
Develop a scope and sequence document on opportunities to highlight the Trinity and Creed in the Liturgical Year								
C14 Develop a catechesis that embeds Aboriginal spirituality								
Owner: Brett and Emma								
Continue to embed the Sign of the Cross at whole school events								
Teachers, classroom and specialists, to embed the practise of using the Sign of the Cross for daily prayers								
Publicise the Sign of the Cross								

Part Two: School Community Report

Part Two – School Advisory Council Chair Report

Welcome everyone and thank you for joining us tonight.

2022 has been yet another successful year for the School Advisory Council. It has been a year with lots of exciting events, activities, initiatives, results and collaboration between the School Advisory Council, P&F, staff, students and the Parish.

Some of the big ticket items we have been a part of is the endorsement of the school's participation in and funding of the second year of the Fogarty Edvance initiative, a 3 year program to raise student outcomes and build leadership capacity, also the Spelling Mastery initiative for Years 3 to 6.

We endorsed the lease of 50 additional iPads for student use within the school along with the purchase of air purifiers for use around the school.

We endorsed the submission of the capital development plan for the refurbishment of the administration building and to upgrade security throughout the school.

We endorsed the new style of jumper for the children to wear, to cater for the cooler weather.

We also partially contributed to the new playground alongside the P&F.

Tonight, we also recognise, thank and farewell some of the staff who have contributed to the school for several years:

Gayle Mau has been employed at St John's School for 12 months as the Cleaner. During this time, Gayle has conducted herself with poise, humility and gentleness. She has worked tirelessly to ensure Covid-19 protocols and school cleaning regulations are met. Her work ethic has been fantastic and her ability to assimilate into the school culture with ease, has been a real blessing for St John's School. We wish Gayle all the very best and hope to see her as a relief cleaner or continue as a grandparent in the years to come. Thank you, Gayle.

Yvonne Mansfield has been employed as the Part-Time Pre-Primary teacher for 2 years. Yvonne has always come to school with a desire to support the early childhood students, a desire to grow the profile of St John's School and a desire to work collaboratively with all members of the Early Childhood team. St John's School would like to thank Yvonne for her years of service and to wish her the very best as she undertakes full time work at Rangeway Primary School. They're lucky to have her! Thank you, Yvonne.

Nicole Henderson has been employed at St John's School as the Kindy Teacher for 6 years. Nicole has been an outstanding Kindy teacher and is well respected by the parents and students alike. Nicole has always put the families first in all her undertakings and has made sure the first taste of schooling for the students and families at St John's is welcoming, calm, professional and joyful. Nicole assisted in the facilitation of the Aboriginal Playgroup and has been pivotal in leading the Early Childhood Framework at St John's School. Nicole has left a lasting legacy at St John's School, particularly in the early years and she will be sorely missed by the school community. Thank you, Nicole.

Brett Love has been employed at St John's School as the Year Six Teacher, Year Three Teacher, Digital Technologies Teacher, Health and Physical Education Teacher, Assistant Principal Administration, Assistant Principal Religious Education and most recently, Acting Principal. Brett has

undertaken each of his roles at St John's School with a high level of professionalism and a sense of joy for his work. He has made meaningful relationships with staff, students and the wider community and has led the school in transformational initiatives such as the renewing of the school's Moral Purpose and vision and the embedding of Aboriginal perspectives into the everyday expression of our faith, namely the School Prayer and Sign of the Cross. Brett is leaving, having left a special imprint on all our lives and we wish him all the very best as he embarks on his next chapter as Principal of St Mary's School in Northampton.

Tonight I also take this opportunity to thank members of the 2022 School Advisory Council, also known as the SAC: Bill Fairall, Tristan Reed, Melissa Pitman Nicole Jupp and Ebony Wheatland. I would also like to thank Melissa Marquis, Father Bernard, Brett Love and Emma Pollard, for the time and thought they give to our school to enable St John's to continue to have the best possible facilities and resources. Being a part of the School Advisory Council has meant lots of hard decisions and making sure we make the right ones to best suit the school, but with this group of people who made up the 2022 Council it has been a pleasure.

I would like to say a special thanks and farewell to Bill Fairall our Treasurer of the School Advisory Council who is departing St John's School. We thank Bill for your valued knowledge and your red and greens.

A huge thanks to Mrs Melissa Marquis our Principal who leads our school with strength, care and compassion with children's safety and education at the forefront of every decision she makes. We are very grateful to have worked alongside such a strong knowledgeable leader.

Our thanks to our Assistant Principals Mr Brett Love and Mrs Emma Pollard. We are blessed to have had such wonderful leaders. We thank them for their organisation and support and care they show to Melissa and the staff, students and families of St John's. Their leadership skills are very appreciated.

On behalf of the school community I thank the wonderful **staff** of St John's School. We are truly blessed to have such wonderful, caring dedicated people working with our children.

And finally I thank everyone here for coming tonight to show your support for the school.

Goodnight and God bless.

Mrs Sharnna Weston

Part Two – P&F President Report

Good evening everyone and welcome to our annual community meeting for 2022.

I am not too sure where 2022 went as it just zoomed by. We certainly had some big challenges thrown at us last year but the great thing is we all came together, adapted, learnt and moved forward. After limited restrictions and no cancelled events in 2021, unfortunately in 2022 that was not the case. That aside, it was still another successful year contributing to improvements that benefit our children and building on the already awesome community we have here at St John's.

We are very proud to have contributed \$25 000 towards the new playground behind the Year 1 and 2 classrooms which was installed in the April school holidays. We also funded the purchase of five new marquees, four for each faction house and one for representing St John's. The quality is amazing, they look fabulous and certainly make us look very professional.

We continued on our tradition of purchasing the leavers shirts for our Year 6's. This time however we changed the format by beginning the process at the end of Year 5 so that the children can get them much sooner which worked very well. We loved receiving their thank you letters and to see them walking around so proud in their shirts.

Term 1 Canteen Day had to be cancelled but we were able to hold three successful canteen days in Term 2 (Croissants), Term 3 (Gourmet Hotdogs) and Term 4 (Ice-creams) which were all enjoyed by the staff and students.

It was decided to modify our Easter Egg Raffle due to restrictions at the time which made it significantly less profit wise however it was great that the students still got to enjoy the excitement of the raffle and perhaps were lucky enough to win some chocolates. Thank you to the very generous anonymous business for donating all the prizes.

Unfortunately, we had to make the decision to not hold our beloved Mother's Day Morning Tea but are confident it will return bigger and better. Some other fundraising events that did go ahead, was selling three \$100 money boards at the Athletics Carnival and one \$100 money board at the Swimming Carnival. We also held a kids disco with the help of the Social Ministry who did a fabulous job and it was very much enjoyed by all. An easy new fundraiser we organised was ByLiv Online which was perfect timing to treat yourself to some jewellery or organise some Christmas presents.

Then of course to finish of the year, we held our annual End of Year Raffle. A big thank you to our sponsors Lara Dalton MLA, Great Southern Fuels, Cadbury Fundraiser, Sail Inn, Orana Cinema and Fisherman's Co-op. We are very appreciative of their generosity.

Our friendraising events, were the Playground Sundowner to showcase the new playground which we organised three times due to poor weather but the third time was a charm. We had beautiful weather, a great turnout and the ice-cream van was very popular. Our Feast Day Activity was another awesome event with the best weather. The kids absolutely loved the water truck and slides along with the colour and other obstacles and of course enjoyed the icy poles at the end. Again, we rewarded the staff on World Teachers Day by gifting them with a hot drink from the Jaffle Shack van and providing morning tea put on by the P&F.

We are blessed here at St John's and always have parents/guardians willing to give a helping hand and support our events. Thank you also goes to all the staff at St John's for all your help and support, and to Tracey and Kym who help out in so many ways.

To Mrs Marquis, we thank you for your tireless commitment to the school, we missed you during your absence and are delighted to see you back.

Last but certainly not least our P&F Committee, Stacey Ertzen (Vice President and CSPWA Rep), Jo Blayney (Secretary), Amy Causer and then Leah Hirst (Treasurer), and Committee Members Nicole Beaver, Censina Barndon, Kate Bailey, Amy Bateman, Megan Clarkson and Kelly Mattsson. We all have very busy lives so your time and commitment is very much appreciated. We also thanked and farewelled Stacey and Nic B whose children have now all graduated primary school, for their energy, contribution and many years of service to the school.

Before closing, earlier in the year we received some information about the new directive from CECWA which would change the way P&F's operate at schools to ensure they are running successfully. To bring to life the support that's already in action and provide good governance around that in the aim

of reducing risk to the lowest level to minimise the severity and impact to the school community. These areas of risk associated with P&F's are reputational risk, financial risk and compliance risk.

A special meeting was held on the 5th of December, 2022 and our P&F members agreed to follow CECWA directive and will begin operating as a committee of the school, under the new Terms of Reference and common financial practice. All members of the P&F Executive have stepped down from their position under the current constitution and all elected members of the P&F Committee will operate under the new model, effective as of 8th of February, 2023.

Many thanks
Jodi Reed